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ABSTRACT

This publication contains materials and activities for a one day consumer education workshop for leaders of community organizations. It is the contention of the developers that consumers should influence the environments in which they make their decisions rather than merely accept the marketplace conditions which confront them. The publication first outlines citizen participation concepts. Each concept is defined and its application to consumer education is discussed. Twelve current factors which affect consumer decisions such as inflationary pressures and changes in roles of men and women are described. The major portion of the publication discusses the purposes, audience, and time schedule for the workshop and presents exercises and learning activities. There are two major workshop learning activities. Participants first identify consumer concerns related to the work of their organizations or agencies. They then identify bargaining strategies for dealing with these consumer concerns. The citizen participation concepts are used to set up a framework for triggering ideas about consumer applications to a wide range of organizations. Worksheets are provided for these exercises. Other workshop activities involve participants in role playing, in listening to guest speakers, and analyzing case studies. Also provided in the publication is a sample workshop agenda, assessment and follow up forms, and a selected bibliography. (Author/RM)

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CITIZEN PARTICIPATION: Increasing the Bargaining Power of Consumers

A Consumer Education Workshop Module for Leaders of Community Organizations

By
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Michigan Consumer Education Center
Eastern Michigan University

1981

The Consumer Education Development Program is a joint effort of the City University of New York, the National Consumers League and the Michigan Consumer Education Center, funded by the U.S. Office of Consumers' Education.

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The materials in this module are intended for presentation at a one-day workshop.

CREDITS AND ACKNOWLEDGEMENTS

The Consumer Education Development Program is a collaborative project, conducted by three organizations, benefiting from the advice and assistance of many people throughout the country. We appreciate the help given to us both from those within our own institutions, and by the many people in schools, colleges, community organizations, government agencies, and the consumer education world. We are grateful and hope that this and other products of CEDP reflect that valuable help.

We especially express our appreciation to Dr. Dustin Wilson, Director, Office of Consumers' Education, U. S. Department of Education. It was he who initiated the idea for this project and who has been vital to its achievement. As Project Officer, he has been concerned but not intruding, available but not imposing, questioning but not badgering. We are grateful to him.

While the Consumer Education Development Program has been national in scope, the staff has worked with local consumer educators in the development of a number of curriculum models. This module on citizen participation was developed at the Michigan Consumer Education Center with the full help and support of Rosella Bannister, Center Director, and the rest of the staff.

The idea for the module was generated from a speech by Tim Ryles, Administrator of the Governor's Office of Consumer Affairs, Atlanta, Georgia and President, National Association of Consumer Agency Administrators. The workshop materials were pilot tested with a group of

leaders of community organizations in Atlanta. Local arrangements were made by Jacqueline Lassiter Associates, under the leadership of Patricia Kelly. We appreciate the support and commitment of the organization and its staff.

THE CONSUMER EDUCATION DEVELOPMENT PROGRAM

The fundamental premise of the Consumer Education Development Program has been that consumer education, if it is to be effective in the future, must be critically examined today. Researchers and practitioners have repeatedly called for a clearer definition of consumer education, an examination of its purposes and objectives, and identification of its important concepts.

During the first year of the Consumer Education Development Program, the major work was devoted to addressing such questions as:

- What is being done in consumer education? And how effectively?
- What areas of concern are being addressed? And which are not?
- What are the needs of the future?
- How can new teaching materials best be developed and disseminated?

In addressing these and similar questions, we consulted with leaders and practitioners of consumer education from schools and colleges, and from community groups and government agencies. We convened meetings, read reports, visited programs, and talked with those doing programs, in an effort to describe accurately what was happening in consumer education and what was needed. The reports listed on the inside front cover of this module address these topics.

The CEDP publication which provided the linkage between the work of the first and second years is the Classification of Concepts in Consumer Education. This Classification expresses our view of the broad scope of consumer roles and influence, and the increasing complexity of consumer education. Using the classification of concepts

as a base, we developed a set of curriculum units, designed to illustrate various aspects of the classification system. These units were designed to present new material, to illustrate new approaches or to address new audiences, and were pilot tested in various locations. The chart below lists the concepts tested, test site locations, site agencies, and the target audiences.

CONCEPT TEST SITE PLAN

CONCEPT CATEGORY	LOCATION AND AGENCY	TARGET AUDIENCES
Resource Management (Financial Planning)	Detroit, Michigan WXYZ-Television	Adult Women, Separated, Widowed, Divorced
Economic System (Inflation)	Oregon Department of Education	Secondary School Teachers and Students
Economic System (Inflation)	Ypsilanti, Michigan Ypsilanti High School	Secondary School Teachers and Students
Citizen Participation (Advocacy)	Atlanta, Georgia Jacqueline Lassiter Assoc.	Community Based Organization Personnel
Citizen Participation (Advocacy)	St. Louis, Missouri City Schools	Urban, Elementary Teachers and Students
Citizen Participation (Advocacy)	Iowa Consumers League	Rural Adults
Citizen Participation (Advocacy)	Berkeley, California Vista College	Urban Adults
Resource Management (Purchasing)	New York City Public Schools	Urban Junior High School Students
Resource Management (Purchasing)	Western Massachusetts Belchertown State School	Deinstitutionalized Developmentally Disabled
Citizen Participation (Advocacy)	Northampton Open Door Club	Developmentally Disabled

The planned outcome of the entire two-year CEDP study is to build a new design for consumer education that:

- is more far reaching and integrated than ever before
- includes attention to topics of increasing interest to consumers -- such as human services, conservation, inflation and consumer advocacy
- incorporates expanded roles for consumers, such as the consumer-citizen role in influencing public policies which affect consumers
- assures increased attention to special groups served by consumer education, including women, the poor, senior citizens, the disabled and minority groups.

The CEDP study has produced an assessment of consumer education, a revitalized classification of concepts, and new approaches and materials which should lead to improved consumer education programs in a variety of educational settings.

This module on consumers as participating citizens was developed by Charles Monsma, CEDP staff member and Associate Professor of Political Science at Eastern Michigan University. Developmental activities included the following:

- Review and evaluation of curriculum, teaching and research materials in the areas of consumer protection, consumer advocacy and citizenship education.
- Communication with various people whose ideas were being used in the module.
- Determination of audience at which module would be directed and workshop format which would be used for implementing it.
- Identification of the goals of the module and learning objectives and activities for participants in the workshops.
- Pilot test of module, including evaluation activities, with a group of leaders of community organizations from Atlanta.

- Follow-up activities with workshop organizers and selected workshop participants.

- Review of module by selected academics and practitioners with experience in areas related to the subject matter of the module.

- Revision and editing of the module, based on evaluations and feedback from above sources.

CLASSIFICATION OF CONCEPTS IN CONSUMER EDUCATION

The primary reason for developing the CEDP Classification of Concepts was to provide a basis for program and materials development and to encourage exchange of ideas and information about consumer education. The identification and classification of concepts should diminish confusion, both within and outside the field, as to what consumer education is, and what consumers should know and be able to do.

The Consumer Decision-Action System, Figure 1, page 9, is the framework around which the concepts of consumer education are identified. Figure 1 illustrates the idea that consumers influence and are influenced by both external and personal factors as they make decisions and take actions in the areas of resource management and citizen participation.

Building on a definition of consumer education, the concepts which make up the content of the field are identified and classified in Figure 2, page 11. The Classification of Concepts publication provides a definition of each concept, discusses its application to consumer education, illustrates the potential impact of consumer education on various modes of consumer behavior, and identifies twelve contemporary factors affecting consumer decisions.

This module focuses on citizen participation, as illustrated in Figure 2, as one of the major concepts of consumer education along with Decision Making and Resource Management. Figure 3, page 13 isolates Citizen Participation and its subordinate concepts, all of which will be considered in this module and in the workshop materials described. Pages 15 - 26. taken from the Classification of Concepts,

include a definition of each of the terms, their applications to consumer education and their sub-concepts at the next level. These descriptions will be used as background for carrying out certain of the workshop exercises included in the module.

Another section of the Classification of Concepts publication which will be used as background for workshop exercises is titled "Contemporary Factors Affecting Consumer Decisions: Additional Dimensions." Among these factors are included many of the changes occurring in the economic, political and social systems.

It is these changes which often demand that consumers think beyond their individual consumer decisions and become involved as participating citizens in influencing the environments within which the individual and collective decisions of consumers are made. Pages 27 to 30. describe some of these current trends which must be considered by consumers.

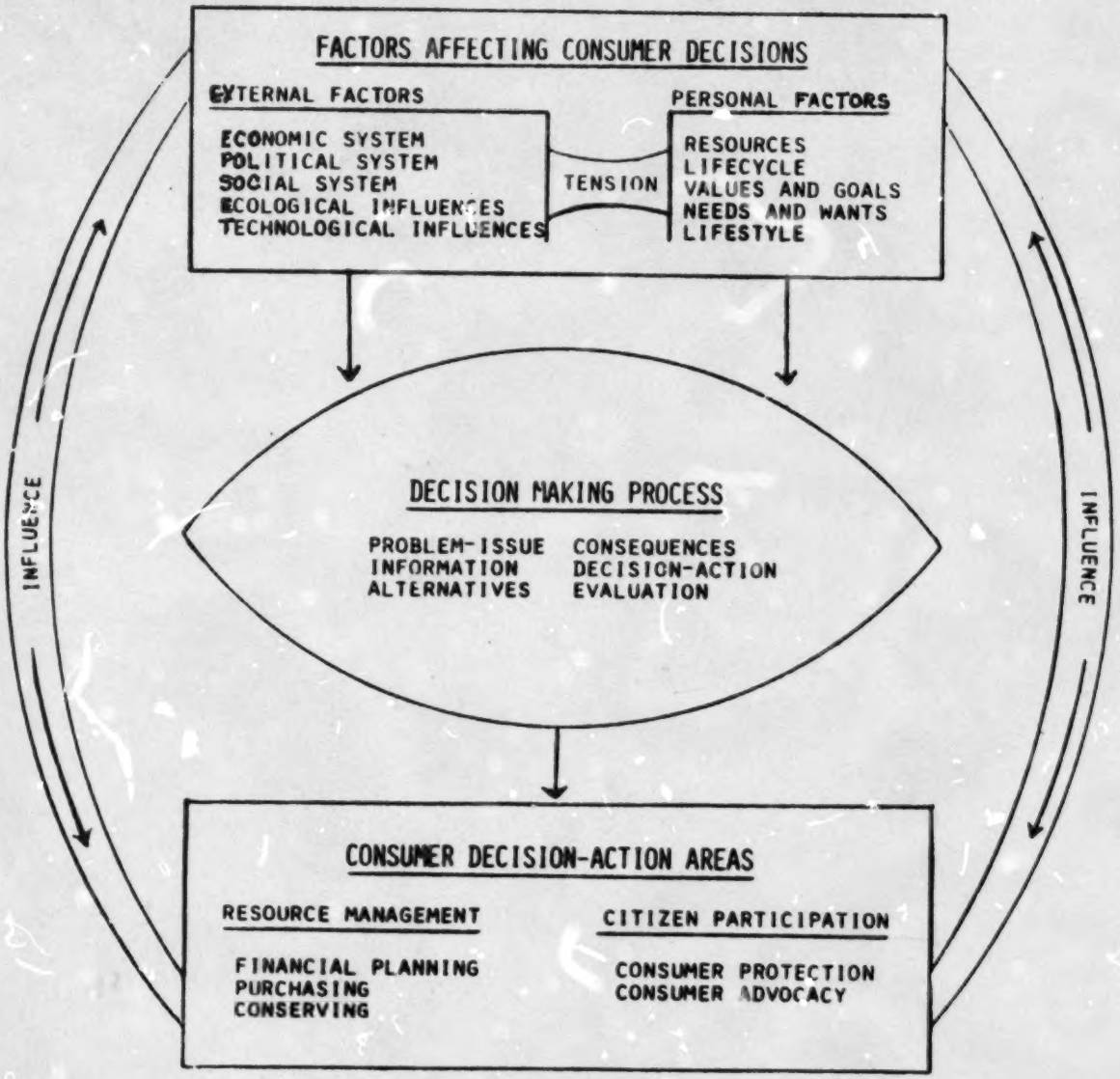

FIGURE 1. CONSUMER DECISION-ACTION SYSTEM*

*From Bannister, Rosella and Monsma, Charles, Classification of Concepts in Consumer Education, Consumer Education Development Program, Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, Michigan 1980, p.11. Adapted from Suzanne Dale Wilcox, A Conceptual Framework for Consumer Education Curricula, City University of New York, January, 1980, p. 12.

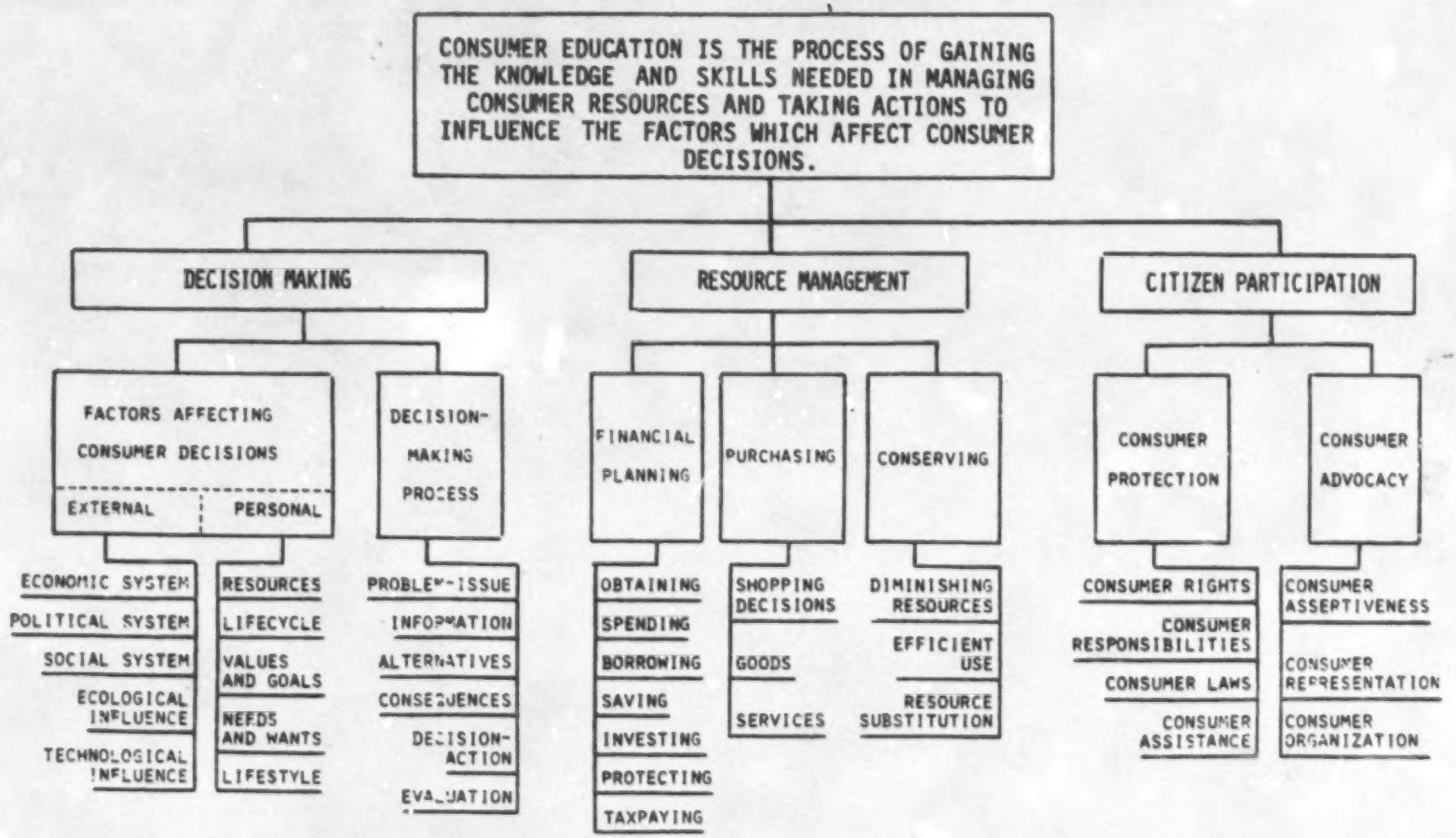

FIGURE 2. A CLASSIFICATION OF CONCEPTS IN CONSUMER EDUCATION

*From Bannister, Rosella and Monsma, Charles, Classification of Concepts in Consumer Education, Consum Education Development Program, Michigan Consumer Education Center, Eastern Michigan University, 1980, p. 19.

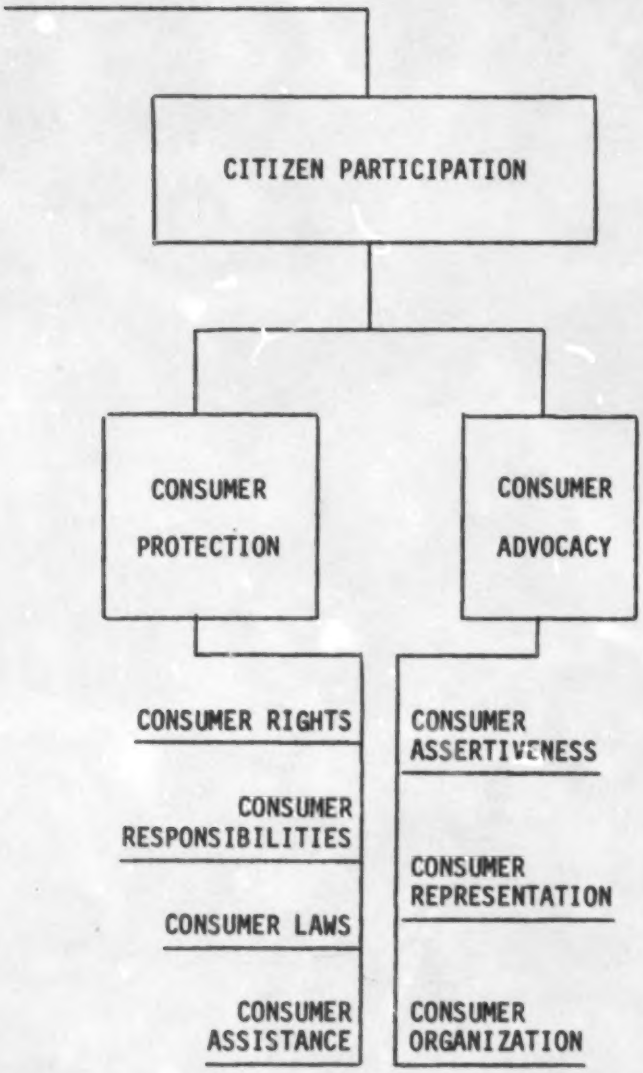

FIGURE 3. CITIZEN PARTICIPATION CONCEPTS*

*From Bannister, Rosella and Monsma, Charles. Classification of Concepts in Consumer Education, Consumer Education Development Program, Michigan Consumer Education Center, Eastern Michigan University, 1980, p. 19.

SUMMARY OF CONCEPTS FOR CONSIDERATION

3.0 Citizen Participation

3.1 Consumer Protection

3.1.1 Consumer Rights

3.1.1.1 Redress

3.1.1.2 Safety

3.1.1.3 Information

3.1.1.4 Choice

3.1.1.5 Unfair Practices

3.1.2 Consumer Responsibilities

3.1.2.1 Ethical Behavior

3.1.2.2 Effective Performance

3.1.2.3 Environmental Protection

3.1.3 Consumer Laws

3.1.3.1 Informative Laws

3.1.3.2 Protective Laws

3.1.4 Consumer Assistance

3.1.4.1 Government Agencies

3.1.4.2 Community Agencies

3.1.4.3 Business Assistance

3.2 Consumer Advocacy

3.2.1 Consumer Assertiveness

3.2.1.1 Effective Communication

3.2.1.2 Complaint Procedures

3.2.1.3 Stress Management

3.2.1.4 Conflict Resolution

3.2.2 Consumer Representation

3.2.2.1 Public Membership

3.2.2.2 Regulatory Commission

3.2.2.3 Public Hearing

3.2.3 Consumer Organization

3.2.3.1 Organizing Strategies

3.2.3.2 Action Strategies

3.2.3.3 Consumer Groups

State and Local

National

International

CONTEMPORARY FACTORS AFFECTING CONSUMER DECISIONS

1. Inflationary pressures
2. Attitudes toward economic growth
3. Economic interdependence
4. Economic concentration
5. Growth and evaluation of the public sector
6. Growth in consumption of services
7. Income distribution patterns
8. Changes in roles of men and women
9. Interest in simple lifestyles
10. Changes in the work force
11. Importance of organized political activity
12. Importance of future trends

CONCEPT: 3.0 CITIZEN PARTICIPATION

DEFINITION:

Understanding and taking actions to influence the environmental settings within which consumer decisions take place.

APPLICATION TO CONSUMER EDUCATION:

In a democratic framework, the ideal citizen understands the operation of the political process and influences public policy through individual and collective action. This same ideal can be applied to the consumer as a citizen in relation to the external settings which provide the environments of consumer decisions. As in the political sector, few consumer citizens meet the ideal of active participation and influence in the decision-making process.

Many consumer education curriculum materials include this concept, but studies have shown that few develop this aspect of the field in much detail. Consumer education programs should enable consumers to use the protections which exist and should train them in strategies of evaluation and influence so that consumer voices can be heard in the public and private decision which affect consumer concerns.

SUB-CONCEPTS:

3.1 Consumer Protection
3.2 Consumer Advocacy

CONCEPT: 3.1 CONSUMER PROTECTION

DEFINITION:

Public and private services, agencies or policies, including laws and regulations, which are designed to protect consumer rights and enhance consumer interests.

APPLICATION TO CONSUMER EDUCATION:

The idea of consumer protection involves an economic, political and legal atmosphere in which consumers are able to operate effectively, without fear of being taken advantage of unfairly. More specifically, certain rights have been identified and actions taken in both the public and private sectors to make more real the existence of such an atmosphere. Laws have been passed, regulations adopted and organizational arrangements made with the goal of protecting consumers from loss or injury in transactions with producers.

SUB-CONCEPTS:

3.1.1 Consumer Rights
3.1.2 Consumer Responsibilities
3.1.3 Consumer Laws
3.1.4 Consumer Assistance

CONCEPT: 3.1.1 CONSUMER RIGHTS

DEFINITION:

Powers, privileges or protections to which consumers are justly entitled.

APPLICATION TO CONSUMER EDUCATION:

A number of specific rights have often been listed in the literature of consumer education:

-- The right to safety affirms that consumers should not be exposed to physical danger or injury from the products or services which they obtain.

-- The right to information entails the necessity of consumer access to accurate facts or data concerning products or services, and to other knowledge which might affect consumer decisions.

-- The right to choice implies the availability of meaningful alternative selections and the ability of consumers to decide freely among them.

-- The right to redress includes the availability of grievance procedures through which consumers can receive satisfaction or compensation for injuries or losses which may have resulted from consumer-producer transactions.

-- The right to be heard implies that the economic and political decision making processes will be open to influence from those who speak for consumers.

-- The above rights implicitly include the right to protection against fraud and other unfair practices in the marketplace.

-- Consumer education itself has often been added to the list of consumer rights.

SUB-CONCEPTS:

3.1.1.1 Redress
3.1.1.2 Safety
3.1.1.3 Information
3.1.1.4 Choice
3.1.1.5 Unfair Practices

CONCEPT: 3.1.2 **CONSUMER RESPONSIBILITY**

DEFINITION:

The obligations which are a part of an appropriate consumer role.

APPLICATIONS TO CONSUMER EDUCATION:

Consumer educators often use the phrase "rights and responsibilities" to point out the complementary relationship which exists between the two. Rights must not be abused, and consumers have an obligation to maintain the same ethical standards as are expected of producers. Consumers must be honest, not wasteful of resources, and they should know how to perform effectively as consumers, both in making marketplace decisions and in influencing the conditions under which their transactions with producers and sellers occur.

SUB-CONCEPTS:

3.1.2.1 Ethical Behavior
3.1.2.2 Effective Performance
3.1.2.3 Environmental Protection

CONCEPT: 3.1.3 CONSUMER LAWS

DEFINITION:

Legislative enactments, rules or regulations of government which affect consumer-producer relations, particularly on behalf of consumers.

APPLICATION TO CONSUMER EDUCATION:

Often the application of consumer rights results in the passage of legislation aimed at protecting these rights in specific ways. Laws which relate to consumer-producer interactions generally regulate the behavior of producers by making certain practices illegal or mandating the provision of particular information. The activities of the Federal Trade Commission and other federal agencies, as well as many state and local agencies which have been granted similar powers by governments at those levels, provide a major focus of consumer education emphasis. The ability of consumers to recognize and urge enforcement of the laws already in effect contributes immensely to the welfare of consumers in the economic system.

SUB-CONCEPTS:

3.1.3.1 Informative Laws
3.1.3.2 Protective Laws

CONCEPT: 3.1.4 CONSUMER ASSISTANCE

DEFINITION:

Aid or support given to consumers.

APPLICATION TO CONSUMER EDUCATION:

In response to consumer initiatives and other forces, many agencies of government, private organizations and offices within businesses have been set up to enforce policies or laws related to consumer issues or to provide direct assistance to consumers. Consumers should become knowledgeable about the resources available to them and should press, both as individuals and as groups, for responsiveness to consumer concerns from these offices and agencies.

SUB-CONCEPTS:

3.1.4.1 Government Agencies
3.1.4.2 Community Agencies
3.1.4.3 Business Assistance

CONCEPT: 3.2 CONSUMER ADVOCACY

DEFINITION:

The act or process of recognizing, promoting and protecting the cause or interests of consumers.

APPLICATION TO CONSUMER EDUCATION:

Because this is an area which may lead to grappling with controversial issues, or because of a fear of losing the objectivity which the educational process seeks, consumer educators have often avoided teaching about the concepts which relate to the advocacy of consumer causes. Studies have shown that this is very much a neglected area in consumer education curricula. Teaching the techniques of advocacy, however, is no less appropriate to the educational process than teaching the techniques of comparison shopping or wise use of credit, each having its proper place in the catalog of necessary consumer skills. Consumers need to learn methods of influence along with the skills of survival. They should study and understand how to promote the interests of consumers in the political arena and in adversary relationships with the business community, when such arise. This is not the same as saying that there is only one consumer interest or that consumers are always right. It is saying, however, that consumer education should adopt a self-consciously consumer oriented perspective, examining the full range of options which are open to consumers in all areas of decision and action.

SUB-CONCEPTS:

3.2.1 Consumer Assertiveness
3.2.2 Consumer Representation
3.2.3 Consumer Organization

CONCEPT: 3.2.1 CONSUMER ASSERTIVENESS

DEFINITION:

The ability of consumers to pursue their interests confidently and effectively without violating the rights of others.

APPLICATION TO CONSUMER EDUCATION:

Consumer assertiveness goes beyond having the courage to simply demand things. It is critical for consumers to be armed with facts rather than emotion, and to have skills in expressing their goals and expectations. Consumers should know when a position cannot be compromised, and they should have the self-confidence to compromise when the situation requires it.

Conflict is often a reality when consumers participate assertively in a complex society. The resulting state of imbalance or opposition between individuals and groups can cause both internal and external tensions. Consumer education should provide skills in dealing with tension and conflict through stress management and conflict resolution.

SUB-CONCEPTS:

- 3.2.1.1 Effective Communication
- 3.2.1.2 Complaint Procedures
- 3.2.1.3 Stress Management
- 3.2.1.4 Conflict Resolution

CONCEPT: 3.2.2 CONSUMER REPRESENTATION

DEFINITION:

The selection of people to speak on behalf of consumer interests in official capacities, such as on advisory boards, regulatory commisions or boards of directors.

APPLICATION TO CONSUMER EDUCATION:

Consumers must learn methods of effective representation in the political and economic decision making processes. Consumer representatives must recognize that there may be unique consumer perspectives which are not shared by representatives of government or business. Research and teaching in consumer education must search for these perspectives and for methods of transmitting them effectively. Recognizing that they may be presenting minority points of view in business and government settings, consumer representatives must be knowledgeable, self-confident, and independent so the potentially unique and different perspectives of consumers are not lost.

SUB-CONCEPTS:

3.2.2.1 Public Membership
3.2.2.2 Regulatory Commission
3.2.2.3 Public Hearing

CONCEPT: 3.2.3 CONSUMER ORGANIZATION

DEFINITION:

The formation of structured groups of consumers to make systematic plans and united efforts on behalf of consumer interests.

APPLICATION TO CONSUMER EDUCATION:

Because of the increasing importance of organized interest group activity in the political process of the United States, consumer education must be very aware of studying and teaching about organized activity which takes place on behalf of consumers. Economic as well as political actions may be carried out by consumers with a local, regional, national or international base. Examples of past and current events and activities of consumer organizations should serve as an important focus of analysis in consumer education courses.

SUB-CONCEPTS:

- 3.2.3.1 Organizing Strategies
- 3.2.3.2 Action Strategies
- 3.2.3.3 Consumer Groups
  - State and Local
  - National
  - International

CONTEMPORARY FACTORS AFFECTING CONSUMER DECISIONS: ADDITIONAL DIMENSIONS

The emphasis of this classification system on the factors which affect consumer decisions adds additional dimensions to the materials which have generally provided the focus for consumer education. The scope of the field must include consideration of a two-way flow of influence; not only are the actions of consumers affected by the environment in which they occur, but consumer decisions also have an impact on the context in which future decisions will be made.

As consumers make decisions, they may confront controversial issues or adversary situations which reflect conflict in the system and create tensions for consumers. Examples include the differing aims of buyers and sellers, conflict between individual values and groups needs, and tensions caused by conflicting economic, social and political goals and policies. Consumer educators traditionally have taken a cautious position on controversial issues, often leaving the task of analyzing issues to activists in the consumer movement, generally outside the classroom. With balance and objectivity as basic educational objectives, consumer educators should accept the opportunity to teach analytical skills through the study of controversial issues from a variety of perspectives.

While no part of the consumer education concept classification system is static, the factors affecting consumer decisions, perhaps more than the other concepts, must be dynamic, incorporating on a continuing basis those factors which influence and are influenced by the choices and actions of consumers. The scope of these factors goes beyond consumer education, but their importance to consumer decisions requires that they be included in a comprehensive approach to the education of consumers. In this section, twelve contemporary factors are identified and their implications for consumer education are described.

1. Inflationary pressures

Inflation has a limiting impact on the use which consumers can make of their resources, particularly in areas of necessity, including food, housing, energy and health care. If not controlled, inflation also poses a long term threat to economic stability. Understanding the causes, effects and controls of inflation must be included on the research and teaching agenda of consumer education.

2. Attitudes toward economic growth

The maximization of production and consumption, once generally perceived as a primary goal of industrial economies, is now a topic of debate, with some advocating a slower rate of growth to reduce pollution, congestion and the use of diminishing resources. Consumers must evaluate the various points of view on this question, recognizing that growth policy affects consumer decisions at both individual and aggregate levels, particularly as related to the quantity and quality of available consumer goods.

3. Economic interdependence

Business, labor, government and consumers are becoming increasingly interdependent in the U.S. economy; in addition, the U.S. economy is integrating more and more with the global economy and is mutually interdependent with other areas of the world in the production and supply of economic goods and services. Interdependence affects the availability and price of goods and services, and should be reflected in public policy on consumer related questions, particularly government regulation and international trade.

4. Economic Concentration

The tendency for the production of goods and services in many industries to be restricted to fewer production units, and the formation of conglomerate corporations which combine firms in unrelated industries have important implications for consumers. The increasing power of individual production units and a long term lessening of competition and consumer choice are likely results of excessive economic concentration.

5. Growth and evaluation of the public sector

In recent decades, the governmental role in the economy has increased, including the establishment of regulatory policies, the provision of services and public assistance, and efforts to combat inflation and economic fluctuations through monetary and fiscal policy. Consumers now receive many products and services from governmental sources. Government policies also affect the price and availability of goods and the overall performance of the economy. Recently, there has been a strong political movement to restrict the growth of government. Questions about the appropriate size and role of government relate to many consumer issues.

6. Growth in consumption of services

The increase in the consumption of services, relative to consumption of goods, is a trend that is projected to continue. Consumers must apply appropriate decision-making criteria to the selection and use of services, and work to improve the quality of service delivery policies and systems.

7. Income distribution patterns

Inflation, deflation, the operation of the economic system and individual characteristics, among other things, have ongoing effects on income distribution patterns. Consumer education must consider not only individual employment and income capabilities, but must also examine societal forces to determine their effects on the ability of all people to maintain a reasonable standard of living. The description and implementation of individual entitlements will be ongoing questions of public policy.

8. Changes in roles of men and women

The increasing participation of women in the labor force, the changing nature of family relationships, and the reduction of sex-defined roles and assumptions are recent trends in American social and economic behavior. These changes have direct impact on almost every aspect of the consumer roles of men, women, children and youth.

9. Interest in simple lifestyles

The small-is-beautiful concept, characterized by energy frugality, self-sufficiency, and ecological awareness will receive growing attention in the coming decade. Leaders of the movement to voluntary simplicity predict that wasteful consumption patterns will give way to more durable products, greater conservation of resources and new interest in solar energy. Consumers are likely to experience tensions if they are forced to choose between elements of the simple lifestyle and the material possessions which comprise the traditional American dream.

10. Changes in the work force

The nature of the work force is changing, due to the addition of growing numbers of women and minorities, the increasing possibilities of either early or late retirement, and greater employment opportunities in the service sector. For consumers, this will result in changes in both income and consumption patterns, which must be taken into account in financial planning and in possible legislation which reflects these changes in areas such as pension rights, union rates, and retirement regulations.

11. Importance of organized political activity

The increasing significance and influence of interest group organizations relative to traditional political party organizations is important to any political activity. The growing importance of interest group and issue oriented political action must be taken into account in analyzing organized consumer influence on the political process.

12. Importance of future trends

A wide range of future possibilities must be considered when making individual and collective consumer decisions, especially in the areas of technological and sociological innovation, demographic trends, natural resource utilization and economic fluctuations. Consumers must anticipate the changing environments within which consumer decisions will be made, influence that change where possible, and adapt to it in ways which are consistent with the interests of consumers and society.

-30-

PURPOSES, AUDIENCE AND TIME SCHEDULE

It is a contention of the Consumer Education Development Program that consumers should influence the environments in which they make their decisions rather than merely accept the marketplace conditions which confront them. The citizen participation concepts illustrate this influencing role of consumers. (See page 17, above) This teaching module will focus on strategies of influence and on mechanisms through which the power of consumers can be increased.

The strategies proposed will be based on what could be called a bargaining model. In order to enter a meaningful bargaining relationship, consumers must have enough strength, skill, and information to negotiate on a fairly equal basis with producers or providers of goods and services. As formally defined, "a bargaining situation occurs when two 'players' are competing for some resources, but it is in their mutual interests to cooperate in reaching a settlement, and they are free to communicate in order to do so."*

The model is attractive in that it is relatively free from ideological ties, being neither a conflict nor a cooperation model, but recognizing that elements of each are present in consumer-producer relations. It seeks to find a mechanism through which the varying perspectives and goals of both consumers and producers can be accomodated through a process of communication and mutual agreement rather than

*Michael Taylor, "The Theory of Collective Choice," in Fred I. Greenstein and Nelson W. Polsby, eds., Handbook of Political Science (Reading, Mass.: Addison-Wesley Publishing Co., 1975) vol. 3, p. 455.

confrontation and unilateral decision. The mandate for consumers is not the cultivation of adversary relationships but rather the conscious development of their own resources of power so they are in a position to bargain or negotiate effectively with producers.

The ideal of the market economy includes the concept of consumer sovereignty; that the market must be responsive to the needs and demands of the purchasers of products and services. Because the market system is not operative in many aspects of the American economy, it is especially important that consumers be conscious of their role in contributing to effective and fair economic outcomes. It has been pointed out that the potential of consumer sovereignty exists primarily in numbers, and that consumers must in many cases organize collectively in order to be effective.

Whereas citizen participation is generally thought of in governmental or political terms, the focus of this module will be on non-governmental avenues of increasing the bargaining power of consumers. It will explore direct consumer-producer interactions as alternatives to lobbying, litigation and other means of seeking governmental intervention on behalf of consumers. The government may be viewed as a producer of services, but not in its role as referee or rule-maker.

Within this framework, the citizen participation concepts which have been identified (see above, p. 13, and below, pp. 15-26) will be explored by developing bargaining strategy examples related to each of them. The examples used will come from the experience and activities of a wide range of community organizations.

The module has been developed for use at workshops for leaders of such community organizations. It is hoped that those who have attended a workshop will be able to take the message and skills discussed back to their own organizations. The overall goal of the unit is to enable leaders of community organizations to train their members in bargaining skills and strategies related to their citizen participation as consumers. This includes the identification of consumer applications to the work of their organizations and the demonstration of techniques which could be used by their organizations in the areas of consumer concern.

Community groups which represent the points of view of particular consumers should recognize, develop and use the sources of power which may be available to them. To this end, the workshop aims at applicability to the work of a broad range of community organizations, including service clubs, church groups, social service agencies, educational units, labor unions, and representatives of senior citizens, minority, handicapped, low income and other consumer groups. The organizations involved may be seen as representing the point of view of particular consumers or they may be seen as mediating institutions, able to bridge the gap and provide a negotiating framework for consumers and producers. Leaders of such mediating institutions should know how to negotiate or bargain and how to manage conflict in a constructive manner.*

* See Peter L. Berger and Richard John Neuhaus, To Empower People: The Role of Mediating Structures in Public Policy (Washington, DC: American Enterprise Institute, 1977).

The material in the module is directed at potential workshop coordinators and is designed so a workshop could be conducted with only the coordinator having access to the full module. It may prove, helpful, however, to make copies of the module available to all workshop participants where possible.

The training plan described in the module is designed in a one-day workshop format. As activities which are more extensive than this are described, individual workshop leaders will have to choose those activities most appropriate to their particular group. The objectives described could be implemented according to a different format, potentially extended beyond one day or presented in a series of two-to-four hour workshop sessions over a longer period of time.

LEARNING OBJECTIVES

Based on the preceding discussion of workshop purposes, the following learning objectives have been established for participants in workshops which use this module.

> Objective I: Workshop participants will identify consumer concerns related to the work of their organizations or agencies.
>
> Objective II: Workshop participants will identify consumer bargaining strategies appropriate to the work and issue focus of their organizations or agencies.

Assessment. As this module is not directed to traditional classroom settings and specific evaluation of participant performance is unnecessary, pre-test and post-test instruments are not included. Attainment of the learning objectives could be measured in terms of the ability of the workshop participants to complete selected workshop exercises with the use of concrete and meaningful examples.

Later feedback from workshop participants to determine their application of workshop ideas in their organizational settings would be necessary for accurate evaluation of success in meeting workshop objectives. The assessment section of the module (pages 63-67) contains suggestions and forms for carrying out follow-up activities and gathering evaluation information from workshop participants.

ISSUE AND STRATEGY EXERCISE

Suggested Learning Activity Combining Objectives I and II

This exercise, which is a central activity in the workshop format described in this module, aims at aiding workshop participants in meeting the workshop objectives in the following ways:

1) It acquaints them with the citizen participation concepts which have been identified. (See definitions and discussions of these terms on pages 17-26.)

2) It stimulates them to use the citizen participation concepts to help them identify consumer issues related to the work of their organizations (Objective I: Worksheets I-A and I-B, pages 43-47).

3) It asks them to develop potential bargaining strategies to deal with the issues or problems which have been identified (Objective II - Worksheets II-A and II-B, pages 45-49).

The citizen participation concepts are used to set up a framework for triggering ideas about consumer applications to a wide range of organizations. It is hoped that the use of these concepts, like the development of a common language, will provide a way of thinking about consumer questions which will enable groups of people from various settings to make parallel applications to their own situations.

The Issue and Strategy Exercise is designed as a major component of the workshop activity and can take three to six hours to implement, depending on the time allocated for various steps. The format of the exercise follows, with detailed instructions for workshop leaders:

Step I - Objective I

> Objective I: Workshop participants will identify consumer concerns related to the work of their organizations or agencies.

The workshop leader introduces the workshop participants to the citizen participation concepts and aids them in identifying consumer problems or issues which are related to them.

As illustrated in Figures 2 and 3, pages 12 and 13, the concepts involved are:

- Citizen Participation
  - Consumer Protection
    - Consumer Rights
    - Consumer Responsibilities
    - Consumer Laws
    - Consumer Assistance
  - Consumer Advocacy
    - Consumer Assertiveness
    - Consumer Representation
    - Consumer Organization

Step 1a. Taking these concepts one at a time, the workshop leader defines the concept and gives a basic description of it.

e.g., Consumer Rights are explained in terms of the traditionally listed rights to safety, information, choice and redress.

Definition and discussion of each of these concepts is included above, pages 17-26.

Step 1b. After the concept is described, its use in the identification of consumer problems or issues is illustrated through examples and discussion of specific topic areas.

e.g., After introducing the concept of Consumer Rights, the workshop leader might ask for an example of a consumer rights problem related to nursing home practice. Possible responses might include:

Knowledge of the Right to be Informed might pinpoint the need for a nursing home resident's family to have access to information about the physical condition of the resident and medical procedures or medications being used.

Knowledge of the Right to Choice might highlight the limited range of living options available to senior citizens in some areas.

Additional examples of applications of citizen participation principles to the problems of nursing homes are given on a sample of Worksheet I-A on page 43.

Examples of policy areas which could be used to stimulate discussion and examples of consumer problems include:

Nursing homes
General problems of senior citizens
Services to the physically handicapped
Environmental concerns
Energy use
Low-income citizens
Consumer credit
Students as consumers
Mental health
Advertising
Various professional or governmental services;
  e.g. medical, police protection
Specific purchase areas;
  e.g. food, housing, insurance

In each case, after describing a particular citizen participation concept, workshop participants are asked, in a discussion format, to pinpoint consumer problems which can be associated with that concept. Various policy areas can be used for the discussion or a single policy area can be singled out, as on Worksheet I-A. Blank copies of Worksheet I-A could be provided workshop participants for their own notes and responses.

Step 1c. After each citizen participation concept is described, and discussion of its application to consumer problem areas has taken place, workshop participants are asked to relate that concept to specific issues or problems faced by the organizations or clientele which they represent.

Using Worksheet I-B, each participant enters his or her response in the space provided next to the concept being discussed. In specifying particular issues or problems, participants should think about problems not currently being addressed by their organizations as well as those they are actively attempting to solve. The purpose of the exercise is to stimulate thinking about problem areas which may be neglected at the present time, although they are of potential concern.

Note to workshop leader: Steps 1a, 1b and 1c can be followed, in turn, for each of the seven citizen participation concepts under Consumer Protection and Consumer Advocacy. Some concepts will generate more discussion than others, but a range of fifteen to thirty minutes per concept may be appropriate. It is not necessary to consider all of the concepts in making use of the exercise, but each one omitted narrows the range of responses.

It is important that use of the citizen participation concepts in this discussion is meant to develop the ability of the participants to identify consumer issues. Keep in mind that it does not really matter which of the citizen participation categories a particular issue or problem is placed in -- many fit comfortably in

more than one. The key is to use the concepts and their implications to stimulate thinking about specific consumer issues which could be addressed by various community organizations.

Step 2 - Objective II

> Objective II: Workshop participants will identify consumer bargaining strategies appropriate to the work and issue focus of their organizations or agencies.

After identifying issues and problems of concern in Step 1, Step 2 concerns strategies for dealing with the problems cited. As noted in the Purposes section above, pages 31-32, this workshop will concentrate on "bargaining" strategies, or techniques for influence through which consumers negotiate directly with the providers of goods or services rather than using the more traditional means of influence through which consumers negotiate directly with the providers of goods or services rather than using the more traditional means of influence such as lobbying, litigation or other means of seeking governmental intervention on behalf of consumers.

Step 2a. The workshop leader introduces the bargaining idea as an approach to dealing with consumer problems, explaining that while the traditional governmental strategies remain in the forefront of organized group activity, this workshop is concentrating on direct negotiating strategies. These are less often considered and less well known, but they do hold great promise for the future, and given the changing political environment at the present time, may become more necessary.

Step 2b. Going back to the identification of consumer problems from Step 1, the workshop leader mentions specific problems which have been identified by the group and asks for a idscussion of strategies to deal with certain of them. Specific problems from various policy areas may be mentioned, or if Worksheet I-A has been used, Worksheet II-A can be used to specify strategies for dealing with those listed.

Again, a sample Worksheet II-A is provided, page 49, suggesting strategies for use with the problems of nursing homes which have been identified.

Brief descriptions of some of the strategies which can be used and discussed include:

-- monitor compliance with specific laws or regulations
-- establish Consumer Advisory Panels or other consumer representation mechanisms
-- use the media to publicize grievances
-- set up mediation mechanisms for consumers
-- establish an ongoing organization to work toward agreed on goals

Further examples of possible strategies for discussion can be found under Additional Learning Activities, below, pages 55-58, and in the bibliography items cited below, page 42, with the "Workshop Leader Resources" for this exercise.

Step 2c. After a general discussion of strategies has taken place and numerous examples of potential strategies have been presented, workshop participants should fill out Worksheet II-B, on which they suggest strategies for dealing with the consumer problems they have identified within their own organizations.

-- These worksheets should be filled out individually, although those with similar organization affiliations may be able to work together in completing the form.

-- The workshop leader should circulate during the writing time to answer questions and discuss possible approaches.

-- After completion of the worksheets, a short discussion could be held, asking participants to share ideas which might have applicability to other organizations, or to ask questions of the representatives of other organizations which may have used similar strategies.

-- It may sometimes by helpful, following this exercise, to allow participants to mix for a time, asking each other questions individually or in small groups. The dynamics of each workshop must dictate how much time might be profitably spent in these informal discussions.

-- The total time for Step 2 of the Issue and Strategy Exercise may run about two hours, including discussion and writing time.

Workshop Material for Issue and Strategy Exercise

-- Blank copies of Worksheets I-B and II-B must be furnished to all participants. Provision of Worksheets I-A and II-A is optional. (These worksheets were done on white paper in the module to facilitate copying, but workshop copies could be done in varying colors for ease of identification.)

-- Overhead Master of Worksheets (optional)

-- Summary of Concepts for Consideration (pages 15-16, above, could be copied for distribution to workshop participants.)

Workshop Leader Resources

-- Description of Citizen Participation concepts and Contemporary Factors Affecting Consumer Decisions, above, pages 15-30.

-- See the Bibliography below, pages 69-70, for citations of various sources of action ideas for consumers:

Action for a Change, pp. 123-146
The Compleat California Consumer Catalogue
Consumer Action Curriculum
For the People
People Power
Public Citizens Action Manual

WORKSHEET I-A

IDENTIFYING CONSUMER ISSUES (Example)

A major policy area with potential ramifications for consumers is identified below.

Policy area: Nursing Homes

As each citizen participation concept below is identified and discussed, describe an issue or problem from the designated policy area which is related to it.

CITIZEN PARTICIPATION

CONSUMER PROTECTION

CONSUMER RIGHTS — Right to Information - Often residents and their families do not receive adequate information about medical procedures being used or medication given.

CONSUMER RESPONSIBILITIES — Families of residents often ignore their personal needs and leave it to the nursing home staff.

CONSUMER LAWS — Some laws regarding level of care are not being enforced at some homes, e.g. staffing levels and employee training.

CONSUMER ASSISTANCE — Residents need transportation to needed goods and services not available at the facility.

CONSUMER ADVOCACY

CONSUMER ASSERTIVENESS — While some elderly persons are too demanding, many do not express their needs and desires to those who could do something about it.

CONSUMER REPRESENTATION — Decisions in many homes are made purely by administrative edict.

CONSUMER ORGANIZATION — The local senior citizen groups are more geared to the needs of the "independent" elderly than to the needs of the nursing home population.

WORKSHEET I-A

IDENTIFYING CONSUMER ISSUES

A major policy area with potential ramifications for consumers is identified below.

Policy area: _____

As each citizen participation concept below is identified and discussed, describe an issue or problem from the designated policy area which is related to it.

CITIZEN PARTICIPATION

CONSUMER PROTECTION

CONSUMER RIGHTS _____

CONSUMER RESPONSIBILITIES _____

CONSUMER LAWS _____

CONSUMER ASSISTANCE _____

CONSUMER ADVOCACY

CONSUMER ASSERTIVENESS _____

CONSUMER REPRESENTATION _____

CONSUMER ORGANIZATION _____

WORKSHEET I-B

IDENTIFYING CONSUMER APPLICATIONS

With what organization or agency are you affiliated?

_____

After each of the citizen participation concepts below has been introduced and discussed, briefly describe a concern of your organization or a problem of your clientele which is related to it.

CITIZEN PARTICIPATION

CONSUMER PROTECTION

CONSUMER RIGHTS _____

CONSUMER RESPONSIBILITIES _____

CONSUMER LAWS _____

CONSUMER ASSISTANCE _____

CONSUMER ADVOCACY

CONSUMER ASSERTIVENESS _____

CONSUMER REPRESENTATION _____

CONSUMER ORGANIZATION _____

WORKSHEET II-A

IDENTIFYING CONSUMER STRATEGIES (Example)

Using the policy area considered in Worksheet I-A, briefly describe a strategy for dealing with each of the issues or problems identified.

(If possible, make it a bargaining strategy -- or one which facilitates a bargaining strategy -- in which consumers work directly with the producer or provider, rather than using the government as an intermediary.)

Policy area: Nursing Homes

CITIZEN PARTICIPATION

CONSUMER PROTECTION

CONSUMER RIGHTS: Working with the nursing home administration and medical staff, establish a set of guidelines governing the availability of medical information.

CONSUMER RESPONSIBILITIES: Set up an organization of family members (like ALANON) with group sessions to share problems and strategies for determining and meeting responsibilities

CONSUMER LAWS: Have family members (and resid. etc) monitor the provision of services and compliance with specific laws.

CONSUMER ASSISTANCE: Ideas: 1) See if facility can purchase van.
2) Ask facility to organize a buddy system of residents to do errands for each other.
3) See if a local church group can help.

CONSUMER ADVOCACY

CONSUMER ASSERTIVENESS: Have group sessions of residents to evaluate appropriate expectations and develop personal skills and strategies for follow up.

CONSUMER REPRESENTATION: Ask facility to recognize a resident and/or family group, along the lines of Consumer Advisory Panels used by some industries, which has a regular and meaningful input to the decision-making of the facility.

CONSUMER ORGANIZATION: Organize a subcommittee of the local senior citizens group to consider nursing home problems.

WORKSHEET II-A

IDENTIFYING CONSUMER STRATEGIES

Using the policy area considered in Worksheet I-A, briefly describe a strategy for dealing with each of the issues or problems identified.

(If possible, make it a bargaining strategy -- or one which facilitates a bargaining strategy -- in which consumers work directly with the producer or provider, rather than using the government as an intermediary.)

Policy area: _____

CITIZEN PARTICIPATION

CONSUMER PROTECTION

CONSUMER RIGHTS _____

CONSUMER RESPONSIBILITIES _____

CONSUMER LAWS _____

CONSUMER ASSISTANCE _____

CONSUMER ADVOCACY

CONSUMER ASSERTIVENESS _____

CONSUMER REPRESENTATION _____

CONSUMER ORGANIZATION _____

WORKSHEET II-B

IDENTIFYING ORGANIZATIONAL STRATEGIES

Briefly describe a potential strategy for your organization to use in dealing with each of the problems and issues identified in Worksheet I-B.

(If possible, make it a bargaining strategy -- or one which facilitates a bargaining strategy -- in which consumers/citizens work directly with producers/other organizations, rather than using the government as an intermediary.)

CITIZEN PARTICIPATION

CONSUMER PROTECTION

CONSUMER RIGHTS _____

CONSUMER RESPONSIBILITIES _____

CONSUMER LAWS _____

CONSUMER ASSISTANCE _____

CONSUMER ADVOCACY

CONSUMER ASSERTIVENESS _____

CONSUMER REPRESENTATION _____

CONSUMER ORGANIZATION _____

ADDITIONAL LEARNING ACTIVITIES

1. Concept illustrated: Consumer Laws

Illustrate enforcement projects which could be undertaken by local organizations to monitor compliance with particular laws or to evaluate equal enforcement of the law.

Examples:

- Unions could monitor compliance with OSHA standards in plants where their members were employed.
- A property owners or neighborhood group could evaluate local property assessment practives.
- A group with a specific constituency (such as senior citizens) could monitor advertising aimed at that audience (hearing aids, prescription drugs, health insurance), in terms of its appropriateness and its legality.
- A parents group could monitor stores for banned or hazardous toys, many of which continue to appear on store shelves, often because store owners owners are unaware of the problem.
- In the face of a budget cutback, parents of a recipient group of handicapped students in one state have organized to monitor continuing levels of services in the light of statutory requirements and prior practice.
- Groups representing particular constituencies could monitor the public meetings of boards, commissions, or legislative bodies related to their area of interest. (The League of Women Voters has long had a court-watching program in many areas.)

Community groups can play the role of watchdog, not only of public courts and elected bodies, but also of administrative arms of government, and of some aspects of business practice.

2. Concepts illustrated: Consumer Rights
Consumer Responsibilities

Invite representatives of local media -- press, radio, TV -- to discuss the use of publicity as a tool which can be used to further an organization's goals.

- What kind of information or activity is likely to make news?
- What standards or guidelines do the media use to decide what is newsworthy?
- What tactics might be used to generate publicity for the activities of an organization?
- What ethical guidelines can be established to aid in judging the appropriateness of a particular action?
- What standards do the individual media apply regarding the subject matter of the advertising which they carry and its reliability?
- What publicity activities have workshop participants found to be successful in working with the media and attracting this attention?
- What preparation and followup activities are necessary in conjunction with a media event?

These and other questions would be appropriate for a discussion of the interaction of consumer groups and the media.

3. Concepts illustrated: Consumer Assistance
Consumer Assertiveness

Conduct role-playing exercises, illustrating situations which might confront someone acting as an ombudsman, or as an advocate, on behalf of a particular service recipient.

Examples:

Case 1 -- An elderly man believes that his wife is not receiving adequate care in a nursing home situation.

Roles: nursing home patient
family member
facility administrator
government agency employee
member of nursing home ombudsman group

Case 2 -- A student has been threatened with suspension from school.

Roles: student
principal
member of students' rights group

Private community organizations have begun to take on mediating or advocacy roles on behalf of citizens with complaints. Even where there are protective laws and complaint mechanisms, citizen involvement and monitoring may be needed to increase the effectiveness of these tools.

4. Concept illustrated: Consumer Representation

Discuss the establishment of Consumer Advisory Panels by individual corporations as a means of establishing communication between corporations and the representatives of various consumer perspectives.

Implementation ideas:

- Invite a corporate representative who has worked closely with a consumer advisory group, or a member of such a panel, to speak and lead a discussion.

- Have a panel discussion by a few people who have been connected with corporate consumer advisory panels.
- Discuss with the group the pros and cons, opportunities and pitfalls connected with the formation and operation of such panels.

5. Concept illustrated: Consumer Representation

Many government agencies have developed programs for public representation in rule-making and service delivery processes. Invite a government employee who is familiar with this representation process to discuss its possibilities, problems and procedures with workshop participants.

6. Concept illustrated: Consumer Organization

Given a case study of an opportunity confronting a particular group, have participants design a complete strategy of organization and action which could be used to respond to the situation.

Example: Two cable TV companies have applied to your city council for an exclusive license to operate in your city.

Assignment: Decide what information your organization must gather, what steps it should take, and what resources it must acquire in order to:

1) decide which application to support, if any;
2) influence the decision of city council;
3) prepare to take advantage of the dissemination opportunities presented through local cable TV.

Workshop participants could be broken down into small groups to tackle segments of this assignment.

Workshop Format

General Comments:

The activities suggested above lend themselves to a variety of applications in a workshop setting. Two examples of possible formats are given on the following pages.

Both examples use the "Issue and Strategy Exercise" (above, pages 37-53) as the major component of the workshop, and both add selected additional activities from the suggestions on pages 55-58. Decisions about activities to be carried out depend on the resources available and on the background and experience of workshop leaders and participants.

Workshop leaders should be familiar with the citizen participation concepts described on pages 13-26 so they can effectively lead the discussion which is organized around these concepts. Familiarity with these ideas is intended as a stimulus for applying consumer considerations to a broad range of organizational settings.

One of the most valuable elements of the workshop described is the sharing of experiences and strategies among the workshop participants, who generally represent a wide range of institutional settings and activity patterns. Each exercise aims at such a sharing of information and experience, organized around particular ideas or presentations. Participants often may wish for additional informal interaction with each other during or after the workshop. Workshop leaders should be alert to possible follow-up activities which may flow from the discussions.

WORKSHOP FORMAT (Example I)

9:00 - 9:30

Introduction of presenters, participants
Overview of workshop goals, procedures

9:30 - 11:00

Issue and Strategy Exercies -- Step I (p. 37)

- Introduction of citizen participation concepts
- Issues discussion and application (Possible us of Worksheet I-A -- Identifying Consumer Issues)
- Application to participant situation (Worksheet I-B -- Identifying Consumer Applications)

11:00 - 12:30

Issue and Strategy Exercise -- Step II (p. 40)

- Introduction of bargaining strategy concept
- Strategy discussion and application (Possible use of Worksheet II-A -- Identifying Consumer Strategies)
- Application to participant situation (Worksheet II-B -- Identifying Organizational Strategies)

1:30 - 3:00

Panel and discussion on use of media for publicity (See learning activity #2, p. 56.)

3:00 - 4:00

Discussion of possible projects or report on existing projects which involve the monitoring of service provision levels or the enforcement of particular laws or regulations. (See learning activity #1, p. 55.)

4:00 - 4:30

Informal interaction among participants
Evaluation

WORKSHOP FORMAT (Example II)

8:30 - 9:00

Introduction of presenters, participants
Overview of workshop goals, procedures

9:00 - 11:00

Issue and Strategy Exercise -- Step I (p. 37)

- Introduction of citizen participation concepts
- Issue discussion and application (Possible use of Worksheet I-A -- Identifying Consumer Issues)
- Application to participant situation (Worksheet I-B -- Identifying Consumer Applications)

11:00 - 12:00

Panel discussion of corporate Consumer Advisory Panels -- CAPs (See learning activity #4, p. 57.)

1:00 - 3:00

Issue and Strategy Exercise -- Step 2 (p. 40)

- Introduction of bargaining strategy concept
- Strategy discussion and application (Possible use of Worksheet II-A -- Identifying Consumer Strategies)
- Application to participant situation (Worksheet II-A -- Identifying Organizational Strategies)

3:00 - 4:00

Role-playing exercises illustrating applications of the ombudsman role on behalf of particular consumers. (See learning activity #3, p. 56.)

4:00 - 4:30

Discussion of follow-up activities
Evaluation
Individual Consultation

ASSESSMENT AND FOLLOW-UP

In order to assess the success of this module, or of workshops based on it, in meeting the objectives established, the following are possible evaluation and follow-up activities:

- Examination of the completed worksheets (especially I-B and II-B) would allow a judgment to be made as to whether or not workshop participants had been able to identify meaningful and concrete examples of consumer issues and strategies which related to the work of their organizations.

- The Evaluation Form attached, to be completed by workshop participants, could be modified to fit the elements of a particular workshop.

- The Follow-up Form attached could be distributed at the workshop for filling in at that time or returning to the workshop leader at a later date.

Note: Anyone who has encountered this module, particularly if you have observed its use in a workshop setting, is invited to send comments about both its strong points and suggestions for change, to:

Charles M. Monsma
Michigan Consumer Education Center
215 University Library
Eastern Michigan University
Ypsilanti, Michigan 48197

EVALUATION FORM

CONSUMER CITIZEN WORKSHOP -- (Date, Place)

Name _____

Organization _____
(optional)

1. In my opinion, the major strengths of the workshop were:

2. My suggestions for improvement of the workshop include:

3. This is my evaluation of the usefulness of the various segments of the day's activities:

	Very Worthwhile	Somewhat Worthwhile	Not Worthwhile
a) (Segment 1 - specify)	_____	_____	_____
b) (Segment 2 - specify)	_____	_____	_____
c) (Segment 3 - specify)	_____	_____	_____
d) (Segment 4 - specify)	_____	_____	_____

FOLLOW-UP FORM

Having attended a workshop on consumer applications in varying organizational settings, participants are asked to consider the possibility of future action in responding to the following questions.

1. Based on the potential issues and strategies identified in workshop exercises, are there any actions which could be undertaken immediately within your organizations? If so, what are they?

2. Which suggestions are long range possibilities for action? What are the first steps which need to be taken to implement these?

3. Are there suggestions which you favor but view as impossible to implement in your organization? Why is this the case?

Name_____

Organization_____

(Note: A form such as this could be filled out as part of the workshop format, could be returned to the workshop leader by mail, or could be the focus of the last session of a multi-session workshop.)

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